The Policy Group
of The University of Edinburgh's Race Review

Final Report
May 2025

Executive Summary

The Policy Group reviewed current policies and practices at the University of Edinburgh, as well as approaches taken by other institutions and organisations, in order to produce a set of recommendations relating to how the University of Edinburgh should recognise key figures on its campus.

The recommendations in this report are underpinned by the University's progressive values, as set out in Strategy 2030[1]. They are summarised under four themes, covering: Naming, the 'Look and Feel' of Campus, Awards & Recognition and Funding.

The Primary Recommendations for each theme are:

Naming:
- Strengthen the Naming Policy to more directly reflect Strategy 2030 and to actively encourage the celebration of more diverse members of the University Community.
- Addition of a Re-naming Policy, to provide a clear framework for guiding re-naming decisions, ensuring alignment with the University's values.
- Establish a Naming Approval Committee to transparently manage new naming and re-naming requests relating to buildings.
- Confirm the interim decision to rename the David Hume Tower for the longer term.

'Look and Feel' of Campus
- Enhance the diversity of artworks across the campus, using the Old College Project as an example of how to update displays whilst respecting the heritage of a building.
- Update the University's Art Collections Borrowing Guidelines and Art Commissioning Guidelines to support efforts to create a more welcoming campus.
- Allocate appropriate resources to the Heritage Collections team in order to provide expert input into future changes.

Awards and Recognition:
- Introduce consistent guidelines to ensure diverse representation across awards currently presented at the University.
- Collaborate with the Edinburgh University Students' Association on a campaign to celebrate the diversity of the University community.

Funding:
- Establish two new philanthropic funds to support initiatives flowing from the Race Review.
- Encourage ongoing efforts to secure external funding from a variety of sources to advance diversity and inclusion efforts across the University.

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[1] The University of Edinburgh's Strategy 2030

Introduction from the Chair

Much the most important aspect of these few introductory remarks is to express a range of warm thanks.

The Report and recommendations that follow are the result of a great deal of deliberation, consultation, reflection, creative thinking and hard work by several colleagues across the University, all of whom have undertaken this on a voluntary basis. As Chair of the Group I want to thank them all for their work and their many and varied contributions.

The quality of any initiative at the University is always raised when our students are directly involved. The Group's work has been strongly enhanced by outstanding research and policy reports prepared by undergraduate, Masters and PhD students. I'd like to extend our strong thanks to all of them, on behalf of the Policy Group and the wider University community.

The work of the Policy Group has also been greatly enhanced by the advice, encouragement and challenges of members of the Steering Group for the Review, including alumni and friends both local and global. Their insights, both collectively during meetings, and individually outside of meetings, has proved invaluable. We want specifically to thank and recognise alumnus and Honorary Graduate Professor Sir Geoff Palmer, not only for his key role in his Chairing of the Steering Group, but also for his many contributions to race relations across Scotland and far beyond over many decades. All members of the Steering Group have given generously of their time as the University has sought to address the difficult, deep-seated issues that come to the fore from this Review.

Finally, the Group wants to express both thanks and admiration to all those involved in the preparation for what we very much consider to be the 'main' Report for this Review (that of the Research and Engagement Working Group or REWG). The terms of reference for the Policy Group (as summarised in *Background* Section below) have been focused on the historical aspects of the Review rather than on contemporary racism at the University. That always made sense in order to avoid duplication, as the University already has a Race Equality and Anti-Racism Committee pushing for change across campus today. The REWG's report makes clear the extent of collaboration with the REAR Committee and our Policy-related work has benefitted from contributions from members of the REAR Committee. Policy aspects relating to contemporary racism may not have been core to our work, but the Policy Group nonetheless urges University Executive and the entire University community to accelerate and deepen our efforts to address racism across campus today in all its forms.

Nicki Frith and Tommy Currie have led a process through to a report from which everyone associated with the Review has learned a great deal over the course of the last three years. That encouragement for active learning through the Review came directly from the Principal in his Opening statement as he commissioned it:

> *"The University of Edinburgh will benefit from an honest, factual and evidence-based analysis of the lessons we can learn from our past. We want to be a University open to all, one that is proud of our many achievements, realistic about the fact that we have not been and will never be perfect, and determined to improve ourselves as well as to improve the world more generally"*[2]

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Statement from Professor Sir Peter Mathieson
January 2021

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[2] Statement from Professor Sir Peter Mathieson, January 2021: https://www.ed.ac.uk/news/2021/addressing-contemporary-and-historic-racism/statement-from-principal

If it can be described as a privilege to gain early access to information and research findings about the University's past that have often been shocking and intensely difficult to read, Policy Group members consider ourselves privileged. We have learned through the findings and the process and much of it has been uncomfortable. We hope all members of the University Community will seize the opportunity of the publishing of the Race Review to deepen their own learning, connected as we all are to a great seat of learning for Scotland and the World. We especially want to thank Tommy and Nicki for their engagement with our work, both within and beyond our meetings.

I'll close with just a few comments on the nature of our work in the Policy Group and what we have learned.

It has always been clear to those involved in the Review that many of the issues that the University will need to address go far deeper than the provenance of money that flowed into University projects and endowments through the colonial era (important though that dimension is, as summarised in the REWG report). As will be crystal clear to all readers of the main report within minutes, we are dealing every bit as much in the realm of ideas – the role and influence of specific figures in Edinburgh's past in the development and promulgation of what became known as racial science, with especially troubling findings relating to the formation of concepts of racial hierarchies.

This raises a quasi-philosophical question for the University today: to what extent should the current University, celebrating and encouraging (as we actively do) freedom of academic expression within the law, feel responsibility (and potentially apologise) for views freely expressed within the laws of their time by University Professors and others associated with the University, in some cases hundreds of years ago. The Policy Group itself is insufficiently qualified to comment on that matter, but would encourage others to take that question forward. The Group *has,* however, been consistent in its view that the question of which individuals from its past the University chooses to honour and recognise today, via high profile 'namings' (whether of buildings or of other activities), is *absolutely* a matter of current 'corporate' responsibility. At the same time, the Group also wants to acknowledge that changing names and updating the visual representation on campus are only two steps towards fostering a more inclusive institution, and arguably not top of the list. If the University is seeking to create a campus environment that is truly welcoming to all, our 'look and feel' recommendations for the campus must go hand-in-hand with other significant initiatives aimed at addressing racism and other forms of discrimination on campus.

We also talked about values quite a bit in our Group. The 'core' University community of students, staff and alumni number around 350,000 of every age from 17 to over 100, currently located across 120+ countries. Unsurprisingly, there will be strongly divergent views on a range of cultural and social issues across such a diverse group. The University has been impressively bold in Strategy 2030 in setting out a set of progressive Values – as frequently referenced in both the REWG, and our own, Report. Inevitably, across such a diverse community no two individuals' values or world-views will be the same on any social or cultural issue. It is as a result equally inevitable that any decision taken by the University on any such issue that plays out across our campus (as has always happened, though arguably with greater intensity in the social media age) will be met with strong approval from some, and vehement objection from others, together with all variants in between. On-going debate and controversy over any and all aspects of University life is to be welcomed as a sign of on-going interest and respect for our role in Society, whether that is teaching the next generation or our research breakthroughs; the day when people stop having strong conflicting views about

Universities, and what they and their constituencies stand for, will be the day they become irrelevant to wider society.

Some of this played out within our own Group. As we sought to 'become comfortable with the uncomfortable' – a phrase we kept returning to - we couldn't always reach consensus on all issues and Policy aspects. As we publish our recommendations, we are well aware that some may not see the need for the broad changes we recommend, or indeed any change at all, while others will think that our recommendations do not go far enough. We do, though, feel confident in presenting our recommendations as being in line with the progressive Values set out in Strategy 2030, which feel important to all of us in our work for the University.

As our work progressed the idea of encouraging open dialogue developed into a strong principle in coming to our Recommendations; we wanted to do all we could to encourage and underscore the University's commitment to be a place for active listening, open-mindedness, and respectful, difficult conversations.

Finally, a word about identifying recent and emerging good and best practice across our University. The REWG and some of our own findings unquestionably highlight gaps in current thinking and policies, and areas where clearer supported action plans are needed, often with some urgency. At the same time, as we undertook our surveys of best policy and wider practice across campus we found innumerable examples of creative, imaginative work to promote inclusive practices. We wanted to both signpost and shine a spotlight on these wherever we could through the Report. Far from being an institution that hunkers down defensively away from these difficult issues, we saw several initiatives at both University-wide and unit-level that demonstrated a genuine drive to address past injustices in an inclusive manner, from changes to the look and feel of campus, through inclusive award nomination processes, to highly generous scholarship packages to encourage diverse applications. Accelerating and deepening those programmes and launching new ones will inevitably be challenging given the financial constraints facing this University as for all others in the UK at present, but recent evidence suggested to our Group that there will be a genuine institutional willingness to hit the accelerator pedal wherever we can.

I did deliberately leave one vote of thanks to last. My colleague Mariana West in Development & Alumni has done sterling work in facilitating all of our work for the Policy Group. That has involved, inter alia, consulting with colleagues, overseeing engagement with student and alumni communities, arranging both formal and informal meetings, representing the Group at a range of consultations, drafting reports (including many elements of this one) and ensuring we all remained task-focused throughout. Brilliant work, Mariana – thank you.

Chris Cox
Vice Principal (Philanthropy & Advancement)
Chair, Policy Group

Background - Objectives and Approach

Purpose and Objectives

The Policy Subgroup was established in 2021 with the goal to review, and as necessary recommend the development of, University policies relating to how the University recognises key figures from its past.

As a first step, the Policy Group developed a Terms of Reference, identifying the key activities to be undertaken:

- To develop a suite of options for ways in which the University might best mark the major achievements and global impact of key figures from its past, consistent with the goals and values set out in Strategy 2030, with associated criteria to assist future decision-making.
- To work closely with the University's EDI Committee and the Research and Engagement Working Group, to ensure that recommended options and related policies provide opportunities to reflect the diversity of individuals associated with the University who have made positive global and local contributions.
- To collate and review current relevant practice and policies at the University, while encouraging the development and sharing of new ideas across the University's global community (students, staff, alumni and wider stakeholders), and identifying relevant global best practice.
- To make recommendations on timescales for recommended forms of recognition, from time-limited through to long term.
- To recommend decision-making processes for future proposed recognition of historic individuals.
- To recommend procedures for occasional re-assessment/reversal of any previous recognition of historic individuals, in circumstances where the reputation of that individual becomes significantly contested. In such circumstances, to consider ways in which recognition may in some cases still be appropriate in a manner that encourages discussion and debate on matters of historical or contemporary controversy.

Our Process

In February 2022, following University Executive approval for the Terms of Reference, the Chair of the Policy Group, Chris Cox, led two introductory sessions for University of Edinburgh colleagues. Attendees included representatives from all three Colleges, Professional Services, The Edinburgh University Students' Association (EUSA) and the University's General Council.

In both sessions, attendees were encouraged to review and discuss our Terms of Reference, in order to explore the scope and identify areas of focus for the work of the Policy Group. The following topics were common to both sessions:

- The look and feel of campus: attendees commented on the importance of diverse representation on campus and particularly how this contributes to a sense of belonging, not just for students, but also for staff and visitors to the University. Old

College was cited several times as an area of concern with a lack of diversity across the artworks on display.

- Equality, Diversity and Inclusion (EDI): Our starting point is Race but we should also ensure that we consider all dimensions of diversity and that we embed EDI across our recommendations.
- Open approach: there was acknowledgment that we need to listen to the full range of viewpoints within the University Community, whilst adhering to the University's policy on Dignity and Respect.
- Student Engagement: it was agreed that students need to be engaged throughout the whole Review, with more avenues provided for them to be involved.
- Celebrating current members of our community – colleagues highlighted the need to consider who the University chooses to represent / celebrate in the present day through awards, profiles, exhibitions etc.

The outcomes of these sessions provided the foundations for the approach of the Policy Group and led to the development of three themes, which are the focus for our work:

1. *Naming* - both for new namings, and for the potential removal of names, with a stronger focus on race and wider EDI dimensions than has hitherto been the case. This theme includes a review of the current University's Naming Policy to ensure it is consistent with the University's goals and values outlined in Strategy 2030. It also covers the process for reviewing naming recognition.

2. *The 'Look and feel' of campus* - what steps can be accelerated to ensure a welcoming environment for all? This theme addresses the diversity imbalance within the University's current portfolio of portraiture, busts and other forms of artwork. Recommendations for this strand provide opportunities to create a more representative and inclusive campus that honours the contributions of diverse figures from the University's past.

3. *The celebration/recognition of current members of the University community* - given that the people we choose to honour today are immediately added to the historic roll call of distinguished members of the University community, this strand covers current recognition and awards presented at the University, aiming to ensure that recipients are representative of our diverse University community.

Formation of an Informal Group

Following the introductory sessions, an informal group was established to meet regularly to discuss the three themes and to contribute to the development of the recommendations. Membership of this group included representation from key constituencies, such as students, academic and professional services staff, and alumni, alongside representatives from key relevant University Committees, invited external experts and representatives from the REWG.

The Policy Group was also supported by a number of current undergraduate and postgraduate University of Edinburgh students, working with us on a part-time basis through internships and placements. We particularly want to thank the students both for their outstanding research and for being open with their perspectives and feedback on the recommendations. The Policy Group strongly endorses ongoing student engagement, seeking opportunities for students to continue the research started by the REWG and encouraging programmes to embed the work of the Race Review in teaching.

It is important to note that the Policy Group was not a formal committee within the University's governance structure. However, a key focus for the Policy Group has been to engage those in the most influential positions to bring about positive changes, both during the period of the Review's work, and also to be ready to respond positively and without unnecessary delay once specific recommendations from the final Race Review report are confirmed and committed to by University Executive.

As well as engaging with members of the University community to seek their perspectives, the Policy Group researched approaches at other institutions and organisations within the UK and internationally. The Group also sought to identify recent and current examples of good and best practice which aim to address diversity imbalances across our own campus.

Approach

Throughout our work, the Policy Group was guided by the University's current values, as stated in Strategy 2030, and, in particular, the statement: "we foster a welcoming community, where staff, students, alumni and friends feel proud to be part of our University."[3]

We also endeavoured to align with the University's commitment to Freedom of Expression[4] and Dignity and Respect[5].

> *"The right to exchange information, debate ideas and express opinions, including political views, is also a core aspect of our individual freedom and our collective good. Respectful debate and conversation can help us to achieve a consensus or accommodation of views, to understand and appreciate the beliefs of others, to challenge prejudice and discrimination, to get rid of intolerance and harmful attitudes, and to build strong, positive communities. Freedom of expression also fosters the vital knowledge base for artistic, scientific and commercial development."[6]*

The University of Edinburgh's Statement on Our Commitment to Freedom of Expression

Our approach has been one which seeks to encourage engagement, discussion and debate, whilst adhering to the University's values of inclusivity and respect. We want to ensure that members of our community, and particularly those from underrepresented groups, have a voice and that we acknowledge and value different perspectives and lived experiences.

Implementation

When developing our recommendations, the Policy Group considered funding and resource implications. Many of our recommendations outline practical next steps which can be taken forward making use of existing resources and structures. However, it is unavoidable that some recommendations will require new funding and additional resources. We have outlined our thoughts on this under the *Funding* section.

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[3] The University of Edinburgh's Strategy 2030: https://strategy-2030.ed.ac.uk/
[4] The University of Edinburgh's Academic freedom & freedom of expression: https://academic-freedom.ed.ac.uk/
[5] The University of Edinburgh's Dignity and Respect Policy
[6] The University of Edinburgh's Freedom of Expression Statement

Theme 1 - Naming

Background and Context

In our introductory sessions, we heard strongly that the recognition of individuals on campus should foster a sense of pride and should contribute to a sense of belonging within the University Community. We therefore recommend that there needs to be a thorough examination of how the actions and impact of the historical figures named on our campus relate to the University's present-day values, as stated in Strategy 2030. If the University continues to honour controversial figures, without opening it up to examination, the University contradicts the inclusive and welcoming values it strives to uphold.

As a starting point, the Policy Group reviewed naming policies at over 20 institutions, across the UK and internationally. Many had recently made changes to their policies and had undertaken similar examinations of high-profile namings on their campuses.

The Policy Group then examined the University of Edinburgh's current Naming Policy, which is available publicly on the University's website[7]. The most recent changes to the Naming Policy were approved by University Court in 2018. These updates included an expansion of the policy, beyond simply buildings, to cover the naming of other 'significant' parts of the Estate including wings of buildings, and significant high-profile spaces within buildings (such as floors, major lecture theatres and laboratories), and substantial external public realm spaces (e.g. Quads, squares, courtyards). It also covers namings beyond the Estate, including academic positions and student scholarships etc. It included the addition of the following guidance: "*the University will strive wherever possible to ensure that namings across its campuses reflect the diverse nature and backgrounds of those individuals with whom it enjoys a close current, or historical association.*"[8]

Whilst we endorse these 2018 amendments to the Naming Policy, the Policy Group recommends that it can be further strengthened so that there is a more thorough and explicit strategy to celebrate the contributions of a more diverse range of individuals across our campus namings. Where a new naming opportunity arises, there should be a clearly defined approach that seeks to address current imbalances. The Naming Policy should also reflect the University's robust and thorough due diligence process[9].

At present, there is not a clear framework in place to guide the process for re-naming requests. Decisions relating to re-naming requests need to be governed by transparent and comprehensive procedures and we think this can only be achieved via the addition of a Re-naming Policy within the current Naming Policy, outlined in recommendation 1.2.

The current Naming Policy identifies a group of postholders that considers naming requests on a case-by-case basis. We recommend elevating and formalising this process by establishing a Naming Approval Committee. This small, focused committee would have a reporting line to University Executive and would consider requests for the naming and de-naming of buildings.

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[7] The University of Edinburgh's current Naming Policy - https://development-alumni.ed.ac.uk/guidance/naming-policy

[8] Extract from the University of Edinburgh's current Naming Policy - https://development-alumni.ed.ac.uk/guidance/naming-policy

[9] The University's Income Due Diligence Group considers and advises on whether the sources and purposes of income relating to philanthropic and contractual business, industrial and international government sources are ethically acceptable.

Following the Review, it is likely that there will be a number of cases where serious consideration should be given to a re-naming; the Naming Approval Committee will need time to fairly consider each one, therefore, we recommend that the Committee only considers requests relating to buildings and that there is a filtering system in place, as outlined in recommendation 2.

For namings relating to other significant parts of the University's Estate the process as outlined in the current Naming Policy should continue to be followed, although with a streamlined grouping of postholders.   Any particularly sensitive and controversial cases could be escalated to the Naming Committee.   The detail of this – including confirmation of the streamlined grouping of postholders – to be confirmed by University Executive on a recommendation by the new Naming Committee.

We recognise that histories of individuals are complex and contested and that there will be multiple interpretations and perspectives on any individual. We also acknowledge the diversity of viewpoints on most cultural, social and political matters within the University community.   Within this context, an approach to naming that encourages research and discussion, in order to uncover new narratives and incorporate a broader range of perspectives, has felt especially important. Specifically, we want to ensure that the experiences and contributions of marginalised groups are recognised and valued, leading to a more comprehensive and inclusive understanding of our history.

The University must take an approach that is grounded in education, with the intention of deepening our understanding of historical figures. The examination of current namings should be used as an opportunity to generate new knowledge and to encourage members of the University community to engage with, and have the opportunity to challenge, different perspectives.

Underpinning this is the guiding principle of transparency; any changes to namings cannot be used to erase history or to attempt to conceal difficult aspects of the University's past. To achieve this, we recommend that contextual information is made available in buildings and we suggest this is via prominently-displayed plaques with QR codes, linking to webpages with further information.

Primary Recommendation 1: Strengthen the Naming Policy to more directly reflect Strategy 2030 and add a Re-naming Policy, to provide a clear framework to guide re-naming decisions.

1.1 Recommended Changes to the current Naming Policy:
We recommend the following changes to the Naming Policy:
- More explicit references to, and alignment with, Strategy 2030.
- A more specific statement about actively seeking to redress imbalances in the representation of historically marginalised groups, clearly articulating the intention that new namings should be used to acknowledge and value diverse contributions and to promote a more comprehensive and inclusive understanding of our history.
- Greater detail on the University's due diligence process, with reference to the Income Due Diligence Group and its robust procedures.
- A clear pathway for revoking naming recognition.

1.2 Addition of a Re-naming Policy within the Naming Policy:
A section on re-naming should be incorporated into the Naming Policy and should include a summary of our approach to naming and a framework to guide naming decisions.

1.2.1 Our Approach to Naming
In instances where the naming of a significant part of the University's Estate is questioned and comes under scrutiny, we recommend that the over-riding principle should be to encourage examination and dialogue. We want to openly confront the difficult parts of the University's history and address the legacies of the individuals represented on the campus.

Re-naming decisions must be underpinned by extensive historical evidence, examining the individual's involvement in, and any benefit they derived from, oppressive practices. The contributions and controversies of the individual must be researched thoroughly and must incorporate a broad range of narratives to ensure we have a comprehensive and inclusive understanding of the legacies of the individual.

1.2.2 A Framework for Re-naming Decisions
The Policy Group recommends that decisions on naming and re-naming should be guided by the following framework:

Alignment with the University's values	Is the legacy of the individual consistent with the University's present-day values, as outlined in Strategy 2030? Do the influence and actions of the individual contradict the University's inclusive and welcoming values?
Impact on our Community members	Does continued association with the individual cause harm to members of our community?
Reputation and Integrity	Does association with the individual damage the University's reputation and relationships with key stakeholders?

Primary Recommendation 2: Establish a Naming Approval Committee to transparently manage new naming and re-naming requests relating to buildings.

We recommend the formation of a *Naming Approval Committee* to consider re-naming requests as well as new naming requests relating to buildings on the University's Estate.

2.1 The process for re-naming requests
We recommend that requests for a name to be removed are submitted by students, staff, alumni and other stakeholders, via an online form. The request must be supported by relevant historical evidence and should outline how the actions and influence of the individual contradicts the University's present-day values, as outlined in Strategy 2030.

To ensure that the Committee focuses on the most substantive cases, we recommend a filtering system, similar to the screening carried out for the University's Honorary Degree

Withdrawal Procedure[10], with submissions first reviewed by the Chair and Secretary to the Committee to determine if they should be considered by the full Committee.

Guided by the framework outlined in section 1.2.2, the Committee would review the requests and prepare a recommendation for University Executive. For some cases, in order to make their recommendation, the Committee may also request additional expertise and input.

The Committee would recommend that a name is removed or retained and would advise on whether contextual information should be added. The recommendation prepared for Executive should also provide a short summary of the supporting evidence and the alignment with the University's values. University Executive would then decide whether or not to support the Committee's recommendation.

All decisions made by the Committee should be shared publicly, with clear and detailed explanations for each decision, including those that are rejected during the filtering process.

2.2 Removing a name

Any removal of a name must be communicated openly and transparently to all members of the University Community. The Policy Group recommends that for all cases where a name has been removed a prominently-positioned plaque, stating the former name, with a QR code linking to a webpage with further information, should be added to the building. In some cases, the decision may be taken that a name should not be removed but contextual information should be added to the building. This should also be via a prominently-displayed plaque, with a QR code.

2.3 Technical implications of a name change

Re-naming a building or significant part of a building will necessitate physical and logistical changes including, but not limited to, updating signage, maps, digital records and communication materials. Time and adequate resources need be allocated for making these changes. Those involved in naming decisions, led by the Naming Committee, will need to review this over time depending on the regularity of naming and re-naming requests, the reasons for which should always be clear and substantiated.

2.4 Historical and Community Input

The Committee could request further historical research into the individual, examining both their contributions and their involvement in oppressive practices. We also encourage the Committee to provide opportunities for community input into the decision-making process. We suggest that the Committee considers a broad range of viewpoints to ensure that decisions reflect the perspectives of our community and the current values of the University.

Community input could be facilitated through online tools, such as forms and surveys. We also strongly encourage the bringing together of members of our community in-person to discuss the impact of the historical legacies via activities such as panel discussions and workshops, in order to share different perspectives and to foster understanding.

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[10] From the University of Edinburgh's Honorary Degree Withdrawal Procedure: "*The University Secretary will screen any proposals for withdrawal of an Honorary degree and shall decide if there is a realistic prospect that Senate, on recommendation from the Committee, would decide to withdraw the Honorary degree. Where the University Secretary judges that this is the case, they will refer the proposal to the Committee for further consideration*".

2.5 An Extensive Approach
We recommend that the University resists an immediate rush to rename buildings across the campus. We are proposing that the Committee takes a thorough and extensive approach which will inevitably mean that decisions cannot be taken in haste. It will take time for the Committee to consider re-naming requests and it is important to be transparent and realistic about expected timelines.

2.6. Contextual Information Linked to Re-namings
In circumstances where a re-naming is agreed, any changes to namings must be transparent and contextual information should be prominently displayed, ensuring that we are not erasing history or attempting to conceal difficult aspects of the University's past.

The contextual information should include details on the decision-processes that resulted in the removal of the name, stating the conflict between the actions or influence of the individual and present-day values, and a wide exploration of the positive contributions and more negative controversies relating to the individual. This information should not be static and new details and research should be added when available. To encourage continued engagement with, and examination of, our history, we recommend using active webpages which will enable different perspectives to be shared and acknowledged.

To accompany the plaques and webpages, we also endorse the consideration of other educational initiatives to continue to foster understanding and engagement. This may be through panel discussions, interactive workshops, online forums, exhibitions and displays for example. Through these types of initiatives, we want to offer a platform for diverse perspectives and help to promote an inclusive and transparent approach.

2.7 Dugald Stewart
Given the research findings on Dugald Stewart in the REWG report, the Policy Group recommends that The Dugald Stewart Building is one of the first cases to be reviewed by the refreshed Naming Approval Committee. With the building so prominently located on campus, it would provide a strong test-case for the recommended new decision-making framework.

Primary Recommendation 3: Confirm the interim decision to rename the David Hume Tower for the longer term.

When considering recommendations for naming, the Policy Group reviewed the case of the David Hume Tower (DHT). The Policy Group was not asked to make a specific recommendation on the longer-term naming of the building. However, we would like to share our thoughts on it. We recommend that 40 George Square does not revert back to DHT. We believe that the interim decision to rename DHT should be confirmed for the longer-term. The building is now being used for an entirely different purpose, will undergo further development shortly, and students and staff have become used to the new name and signage. At the time of the interim decision, there was significant commentary and academic debate on the re-naming of the building, with a large diversity of opinion. Re-opening that debate at this stage would be unnecessarily provocative and divisive. Contrary to the simplistic accusation made by many at the time of the interim decision – broadly that the University was 'writing David Hume out' of its past and present – staff and students continue to undertake deep study of the work of David Hume. We recommend that this on-going engagement with Hume's work is

communicated at the time of any confirmation over a longer-term naming decision. We also recommend a plaque with a QR code is prominently positioned within 40 George Square, referencing the former name and providing contextual information.

Theme 2 – 'Look and Feel' of campus

Background and Context

For this strand of our work, the Policy Group considered the diversity of the University's current portfolio of portraiture, busts and other forms of artworks and how this contributes to a sense of belonging, not just for students, but also for staff and visitors to the University.

We quickly focussed in on Old College, often considered the historic heart of the University. We heard many concerns about the diversity imbalance in the artworks on display. Research undertaken by University of Edinburgh students on behalf of the Policy Group, clearly demonstrates the extent of the current inequality within Old College[11]:

- One student project examined the busts in Playfair Library collection[12]. All 62 busts in the collection exclusively represent white males and the research undertaken by the students added commentary on the lives of those represented and de-bunked myths as to how the busts came to be commissioned and added to the collection. The report identifies several men with connections to colonialism and slavery and others opposed to the admission and graduation of women at the University.
- Another student project focussed on mapping the portraiture on display in Old College, examining the backgrounds of both the sitters and artists[13]. The report highlights that of the 32 sitters on display on the Playfair Staircase and Landing, only one is female.

Our research also identified current case studies at the University which demonstrate how initiatives aimed at addressing the look and feel of campus have been taken forward since the Review was announced. This includes *The Old College Heritage and Values Project*, *the Institute of Geography Building* and *The Information Services Group's Naming Spaces After Inspirational Women*.

The Old College Heritage and Values Project
In June 2023, the Policy Group's work led to the formation of an Old College Heritage and Values Project, which has a specific remit to review and update the current displays of artworks and their interpretation in Old College. This Project provides a model for an approach to updating displays whilst respecting the heritage and histories of the University. Phase 1 of the Project, focussed on the space under the staircase leading to the Playfair Library, was installed in April 2024. The new display showcases artworks by current or former Edinburgh College of Art students and staff. Their works have been collected over the past decade in support of teaching and research activities across the institution. As such, they represent perspectives on many urgent issues of our time, including climate change, colonial histories, race and racism, feminist thought and digital technologies. Further information on this project is outlined in the Case Study in Appendix 1.

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[11] The Policy Group hosted placements for two sets of Architectural History and Art History students in 22/23 and 23/24. Our thanks go to John Lowery, Senior Lecturer, Architectural History, for facilitating these placements, and to colleagues in Heritage Collections for their support for the students.

[12] MS Srinivas and Mathilde Roch, *Icones Virorum Illustirum: Portraiture in the Playfair Library: History and Recommendations for Intervention* (Edinburgh, 2023).

[13] Dulcie Hopkinson-Woolley and Io Rock, *Legacy and Identity: Exploring the History of Old College's Portraits* (Edinburgh, 2024). *Since this analysis was undertaken at the start of 2024, changes have been made to the display under the staircase, as part of the Old College Heritage and Values Project.*

The new display at the foot of the stairs to the Playfair Library, Old College, installed in April 2024.

The Institute of Geography Building

Whilst carrying out our research, the Policy Group was approached by the School of Geosciences regarding concerns that had been raised about a plaque of Mungo Park at the Institute of Geography building. We uncovered a lack of guidance on how to address this, with no clear pathway currently in place. With encouragement from the Policy Group, The School of Geosciences subsequently set up a working group to explore this further, outlined in the Case Study in Appendix 4. The Policy Group recommends this participatory approach is replicated by other Schools and departments who wish to review displays within single buildings.

Naming Spaces After Inspirational Women

The Information Services Group have named many University spaces, both digital and physical, after inspirational women who were part of the University community. The aim has been "to ensure these pioneering women are preserved in our history, to inspire inclusivity and representation for all our staff and students who use these spaces every day."[14] The endeavour began as part of our International Women's Day celebrations, with the opening of the Brenda Moon Training Room. Brenda Moon was a key figure in Information Services, as chief librarian to the University.

Impact on Heritage Collections Resourcing

If there is interest in undertaking similar evaluations of displays and artworks within specific buildings, it will lead to an increase in enquiries to Heritage Collections. In Appendix 2 we have outlined the role of Heritage Collections and the potential impact of the recommendations on this department. In Appendix 3, we have also included a detailed proposal from Heritage Collections for additional resources. The Policy Group strongly endorses this proposal. We are also recommending changes are made to the *Art Collections Borrowing Guidelines* and the *Art Commissioning Guidelines* to support this.

Implementation of the recommendations relating to the look and feel of campus may also impact on the University's Estates department. Given the potentially diverse parameters of

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[14] The Information Services Group - Naming Spaces After Inspirational Women - https://information-services.ed.ac.uk/about/naming-spaces-after-inspirational-women

recommended actions, the level of Estates interventions will require to be assessed on a project-by-project basis. This would cover any required structural or decorative alterations and associated consents or specialist installation resources, ensuring a coordinated response with the Heritage Collections team.

Primary Recommendation 4: Strong endorsement for the continuing work of the new Old College Project Board in introducing greater diversity to portraiture, busts and other artwork in the historic 'centre' of the University.

The Policy Group recommends the ongoing support for the Old College Heritage and Values Project. We also recommend using the lessons learnt from the Project to benefit other reinterpretation projects across the campus, particularly the sensitive navigation of the challenges of updating displays to better reflect the progressive values of the University, whilst respecting the heritage of a building and of the University. The Project also demonstrates effective maximisation of current resources, with joint planning and strong collaboration between different departments across the University.

Primary Recommendation 5: Allocate appropriate resources to the Heritage Collections team in order to provide expert input into future changes and revise the internal Art Collections Borrowing Guidelines and Art Commissioning Guidelines.

Updates to the Art Collections Borrowing Guidelines and Art Commissioning Guidelines should be made in line with wider University strategic and policy developments, outcomes of the Race Review, the activity to meet other Recommendations, and sector best, and Heritage Collections established, practice.

A University Collections Advisory Committee (UCAC) short-life working group should be created, chaired by a member of UCAC, with membership to include representation from Heritage Collections, Talbot Rice Gallery, Communications & Marketing, Estates, and EUSA. It should include consultation, benchmarking with other institutions such as Yale Center for British Art, The Whitworth of Manchester University and the Government Art Collection. An Equality Impact Assessment should be conducted.

For the Art Commissioning Guidelines, revisions should factor in research and teaching, including information on how to include artists in funding bids (based on experiences with The Arts and Humanities Research Council), and the section on sustainability would be strengthened in line with ongoing discussions with Procurement and Social Responsibility and Sustainability. Depending on what decision making/review process is being implemented more information on commemoration would be included. Alternative models for working with artists would be introduced, bringing in learning from previous competitive tenders constructed in the art commissioning process. A new section on working with artists would be introduced, to include expanded reference to Service Level Agreements between commissioners and Heritage Collections, long-term collections management, ownership maintenance issues and

inherent longevity issues with understanding of future resourcing implications for the University (both College-level and for Heritage Collections).

It is important to note that capacity to then deliver activity in line with the revised Guidelines is not currently in place. Heritage Collections has outlined a resource proposal for this under Appendix 3.

Theme 3 - Current Awards and Recognition on Campus

Background and Context

Our introductory sessions highlighted a concern that we are not currently celebrating the full diversity of the University on our campus and that we should be actively seeking more opportunities to celebrate under-represented members of our community. By doing this, we are seeking to provide inspiration for current members of our community and to encourage a greater sense of belonging.

A focus for this strand was a review of the processes for the awards currently presented by the University. We did find examples of changes being made to encourage more diversity, with many of the awards amending their selection processes to align more closely with the University's values. In particular, the Policy Group would like to highlight the Being Edinburgh Award. Launched in 2020, the Award for living former students of the University of Edinburgh, has the stated intention "*to represent the diversity and multiplicity of the University community*". The Award "*celebrates exceptional alumni who have made a transformative impact in their fields and communities. This prestigious award acknowledges those who are shaping the future with integrity, innovation, and a commitment to change on a global or local scale*".[15]

The Policy Group also considered how transparent the processes for awards are. With a publicly-available website, outlining the selection and decision-making procedures, The Being Edinburgh Award provides a model of an open and more inclusive approach. We also reviewed approaches to the revoking of an award. The Honorary Degree Withdrawal policy, which was updated and approved by Senate in 2013, is a strong example of a transparent and comprehensive framework for this[16].

Taking in to account the examples, the Policy Group has prepared a set of guidelines to be considered by all awards at the University which aim to promote inclusivity and recognise contributions from a wide range of individuals.

We also want to consider other options for representing our diverse community more prominently across our campus. As part of our research, the Policy Group, explored how other institutions have approached this, including:

- The University of Sussex launched a new campaign at the start of the academic year 24/25 to highlight the contributions their alumni, academics and students have made to science, the arts, and society, both at Sussex and across the wider world. Vibrant new banners have been attached to lampposts along the major walkways around campus, with QR codes that people can scan to find out more about the person featured[17].
- In October 2023, the University of Leeds unveiled new banners at Parkinson Court South for Black History Month. The banners featured photographs and soundbites from Black women leaders and role models at the University[18].
- In December 2023, Liverpool University Hospital put on an exhibition of artwork created by international student doctors, around the theme of "Beauty in Diversity"[19].

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[15] The Being Edinburgh Award - https://alumni.ed.ac.uk/being-edinburgh-award/
[16] The Honorary Degree Withdrawal Policy was updated and approved Senate in March 2023.
[17] The University of Sussex campaign - https://student.sussex.ac.uk/news/article/65806-new-banners-across-campus-celebrate-sussex-s-remarkable-people
[18] The University of Leeds, Parkinson Court South banners - New banners unveiled at Parkinson Court South for Black History Month | Faculty of Biological Sciences | University of Leeds
[19] Artwork celebrating diversity unveiled at LUHFT :: Liverpool University Hospitals NHS Foundation Trust

- The University of Oxford has commissioned portraits of Black alumni for the dining hall (an extension of the Diversifying Portraiture initiative)[20].

The current EUSA Sabbaticals have come forward to suggest an initiative to celebrate more diverse individuals on campus and the Policy Group recommends that the University capitalises on current discussions to make this happen in the near future.

The Policy Group also endorses the continued promotion of the UncoverED project[2]. This student-led project resulted in the creation of a database of students from Africa, the Caribbean, Asia and the Americas from as early as 1700, and collected social histories of the marginalised student experience. It provides a rich bank of diverse individuals that should be highlighted and celebrated across our campus. The UncoverED project ended in 2021 but the Policy Group supports the reinvigoration of this initiative on an ongoing basis, providing a means for stakeholders to engage and explore aspects of the University's past and to continue to uncover the history of some of the University's forgotten graduates.

Primary Recommendation 6: Introduce consistent Guidelines to ensure diverse representation across Awards currently presented at the University.

We recommend that these guidelines are followed by all awards presented by the University:

6.1 Diverse selection panels
Selection panels should have members from diverse backgrounds and perspectives, representing the breath of the University community. There should always be student representation on the panels. All members of selection panels should undertake the University's *Understanding Unconscious Bias* training programme to reduce bias in decision-making, leading to a fairer and more objective process.

6.2 Selection criteria
The University's values, as stated in Strategy 2030, should be represented in the criteria for all awards and the selection criteria should recognise a broad range of achievements and contributions.

6.3 Transparency
Nomination and selection processes should be simple and clearly outlined, with the criteria for decisions made publicly available. The membership of selection panels should also be publicly available, wherever possible.

6.4 Communication
There should be broad participation in the nomination process, with all members of the University community, including students, staff and alumni, encouraged to participate. Awards should be promoted widely, through multiple channels, with communications tailored for different groups within the University community to encourage engagement from all members. Previous recipients of awards should be promoted to showcase winners from diverse backgrounds and to provide inspiration for nominations.

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[20] Oxford highlights diversity with more portraits of black alumni | University of Oxford

Selection panels should work with staff and student networks to encourage participation from under-represented groups and all members of the University community should have equal access to information relating to the nomination and selection processes.

6.5 Due Diligence
The selection processes for all awards should include relevant reputational due diligence checks on nominated candidates.

6.6 Withdrawal Procedures
All awards should have robust withdrawal procedures, providing a clear process for withdrawal of an award in situations where the actions of an individual no longer align with the University's values.

Primary Recommendation 7: Collaborate with the Edinburgh University Students' Association on a campaign to celebrate the diversity of the University community.

The Policy Groups recommends working with EUSA on a coordinated, cross-campus campaign to celebrate more diverse members of our current community. Prominently-positioned banners, posters and screens featuring individuals from our community should be used to create a visual representation of our diversity, highlighting different backgrounds, experiences and perspectives.

The Policy Group recommends starting with a combination of current students and alumni who are highly relatable to our current student population, and who would act as inspiring role models, not just for our students but also for staff and visitors to the University. Previous recipients and nominees for The Being Edinburgh Award would be an excellent starting point for identifying former students for this initiative.

Funding to Support the Implementation of the Recommendations

Given the current financial challenges at the University of Edinburgh, securing funding and allocating resources for the Recommendations of the REWG and the Recommendations of the Policy Group will be a significant challenge. However, the Policy Group believes that the University will unquestionably have to commit funds, from a range of budgets, including consideration as part of future planning rounds. The combined recommendations represent a test of the University's appetite for accelerated change in more than one way and over different time-scales: there will be a natural focus on the extent to which resources can be found in the near term, but equal attention should focus on the extent to which individual budget-holders factor both these recommendations and other related diversity priorities in to a whole range of funding and wider decision-making processes over time.   The EDI Committee has an important role to play here, liaising with and reporting to University Executive.

In parallel to this, external funding, from a variety of public and private sources, including research grants, charitable trusts, philanthropists and wider donors, can make a significant difference so that ideas can be taken forward at a faster pace and with greater depth than would be possible from core funding alone.

Many positive steps have already been taken on funding. In undertaking our work, the Policy Group identified areas where progress has been made in recent years in raising external funds and committing core resources to a range of initiatives which both directly and indirectly promote more diversity within the University community. This includes the following initiatives:

- *The Education Beyond Borders programme* (EBB) provides a sector-leading package of support for students and academics from across the world who have been forcibly displaced due to conflict, violence, or persecution. This includes a new scholarship programme and expansion of the fellowship programme for academics at risk, working with national and international partners including UNHCR and Cara (the Council for At Risk Academics). The total commitment to EBB is approx. £1.67m per annum which is one of the largest commitments by UK universities to this crucial area[21].

- The University recently announced its commitment to exploring innovative opportunities to scale up strategic partnerships that prioritise equitable research, doctoral and postdoctoral development underpinned by thematic scholarship across the African continent through *The Principal's African Partnership Fund*. £250,000 has been committed to building collaborations, supporting research, innovation, teaching and learning and engagement with African colleagues. Seven funded projects across the three colleges, aligned to the University's Research and Innovation Strategy 2030, and which also demonstrate wider national / regional impact in Africa, are enabling us to co-create a vision for investing in long-term mutually beneficial and equitable partnerships with colleagues in Africa that will deliver multiplier effects for all involved [22].

The University has been successful in attracting philanthropic support for the provision of scholarships for BAME and other under-represented groups, where the launch of several new donor-funded scholarship programmes is making a significant difference. Examples include:

- *The Mastercard Foundation Scholars Program* has continued to fund scholarships at Edinburgh for talented future leaders from across the African continent. The University,

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[21] The University of Edinburgh's Education Beyond Borders Programme: https://global.ed.ac.uk/education-beyond-borders
[22] University of Edinburgh-Africa Commitment: https://global.ed.ac.uk/stories/university-of-edinburgh-africa-commitment

one of a small number of institutions in the Global North to receive funding from the Mastercard Foundation, has been able to significantly increase provision, with 850 postgraduate students supported through the second grant awarded in 2023, which totalled £40million. The University's contribution to the programme included fully waiving the fees of 30 PhD Students recruited to the WESAF programme, at a cost of £2.2 million.

- In 2020, the University announced a partnership with *The Cowrie Scholarship Foundation*, offering full Scholarships for talented, disadvantaged, Black British undergraduate students, supported by fee waiver by the University.
- *DeepMind* and the University of Edinburgh's School of Informatics have formed a partnership to support students from underrepresented backgrounds undertaking the MSc in Artificial Intelligence programme. Scholarships cover tuition fees and provide a stipend to cover maintenance and other living costs.
- The *Asylum Seeker Scholarship*, funded by *the University of Edinburgh Development Trust* from unrestricted funds, provides tuition fee and living cost support totalling over £86,000 per annum to those most in need who are seeking asylum[23].

Promotion of such giving opportunities to current and potential donors, alongside the vital contributions of combined fee waiver and cash from the University and the University of Edinburgh Development Trust, should continue and wherever possible be accelerated.

Recommendation 8 – Establish two new philanthropic funds to support initiatives flowing from the Race Review.

The Policy Group proposes establishing two new philanthropic funds to ensure that two aspects of the University's response to the Race Review, once approved, can be shared with potential supporters:

i.   *The proposed Community and Research Centre for the Study of Racisms, Colonialism and Anti-Black Violence*
   Development and Alumni (D&A) should set up and promote a fund to encourage donations at all levels for this proposed new Centre. Alongside this, a small working group should be established to work on attracting high-level external financial support from other sources beyond philanthropy, including but not limited to research grant income.

ii. *A 'Look and Feel' campus Fund*
   As University core funding for on-going improvements to create more welcoming spaces across campus will inevitably be stretched, a philanthropic Fund for donations should also be established by D&A, with a strong element of matched funding provision. Priorities here might include relevant small (often student-led) research projects to better understand the provenance and historical context for current artworks displayed in different settings, through to costs associated with changes in artwork drawn from existing collections, and new commissions in line with the revised Art Collections Borrowing and Art Commissioning Guidelines recommended (see Recommendation 5).

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[23] The MasterCard Foundation Scholars Programme, The Cowrie Scholarships, DeepMind PhD Scholarships, Asylum Seeker Scholarship

Contributors

Our particular thanks go to the following colleagues and students who contributed to the work of the Policy Group:

Professor Steve Hillier, Dulcie Hopkinson-Woolley, Lipa Hussain, Julia Laidlaw, Jacky MacBeath, Dr Victoria Ogoegbunam Okoye, Keskine Owusu Poku, Arish Mudra Rakshasa-Loots, Dr Michael Ramsammy, Mathilde Roch, Io Rock, MS Srinivas, Helen-Rose Wood, Mariana West.

Appendix 1

CASE STUDY: The Old College Heritage and Values Project

Prepared by Heritage Collections, December 2024

Overview
The overall objective of the Old College Project is to review and update the current displays of artworks and interpretation in the Old College as a means of aligning the inclusive values outlined in Strategy 2030 with how the University's heritage and histories are represented within this iconic building. While aligned the Race Review, this project is about wider EDI and representation.

The lack of diversity within the current portfolio of portraits, busts and other artworks on display is being reviewed. This will be considered as part of a wider critical review of spaces in our campuses, to better reflect the people and histories associated with Old College since the laying of its foundation stone in 1789 through to the present day.

The spaces at Old College included in the Project are: the Playfair Library, Raeburn, Carstares, Lee and Elder rooms, Reception, and the staircases and corridors in between.

Timeframe
The project is comprised of three phases:
- Phase 1 (July 2023 to June 2024) drew on the University's Heritage Collections to showcase possibilities for changing displays in the main stairwell of Old College and prompt conversation with the building users about the look and feel of campus.
- Phase 2 (July 2024 onwards) involves a period of review, consultation with internal and external stakeholders, resulting in a proposal for changes.
- Phase 3 will focus on implementation.

Governance
The Project is led and governed by the Old College Heritage and Values Project Group, an internal group, with members including staff and student representatives from across the Students' Association, Estates, Heritage Collections, Communications and Marketing, the Equality, Diversity and Inclusion Committee, and Old College users. The proposal for changes will be processed for approval through to the University Executive.

Why it happened
The Old College Project formed out of earlier programmes led by Heritage Collections staff to rehang the displays at Old College. The driver behind the desire to change and update the displays came out of informal and formal feedback over a number of years from staff, students and various users of the building criticising the lack of diverse representation among the current displays, and articulating an apparent gap between what histories are currently celebrated in the historic heart of the University and the contemporary values of the institution. In 2023, the Old College Project Board was formed and in July 2024, a Curator for the Project was appointed.

Benefits
In line with the University Strategy and vision for 2030, and the commitments in our Equality Outcome goals, the Project:
- supports the University's aim to be diverse, inclusive and accessible to all;
- underlines the civic role of the University;

- develops relationships between stakeholders of the building and the University's Heritage Collections;
- contributes to the wider critical analysis of campus spaces across the University and supports the work of other diversity and inclusivity related projects at the University that work towards making the campus a more welcoming and inclusive environment;
- enhances the public engagement and access work of the Art Collection and wider Heritage Collections teams.

Phase I
In the Summer of 2023, the Old College Project Group commissioned the Art Collection to rehang an area in the lower level of the main stairwell of the Old College, which houses a group of large 18th and 19th century oil paintings of figures connected to the University in this period.

Taking into account the fact that this campus was, in the 19th century when it opened its doors, a place that represented and celebrated the University community of the day, the starting point for the rehang was to think about how the present-day communities of the University might be reflected there now. For that reason, the new display gives space to the work of contemporary artists who are either graduates or faculty of Edinburgh College of Art, or who have connections with the University through its Heritage Collections or the Talbot Rice Gallery.

This temporary intervention into the Old College stairwell, signals possibilities for the wider Old College Project in utilising the art collection to reconsider the values represented through the existing displays. It also creates a site at the Old College that allows us to host conversations about what the possibilities for change in these spaces. Having both historic and contemporary works share the space in this way has proved very fruitful in terms of generating conversation and demonstrating one of many potential avenues for rehanging and engaging people with the histories of the University.
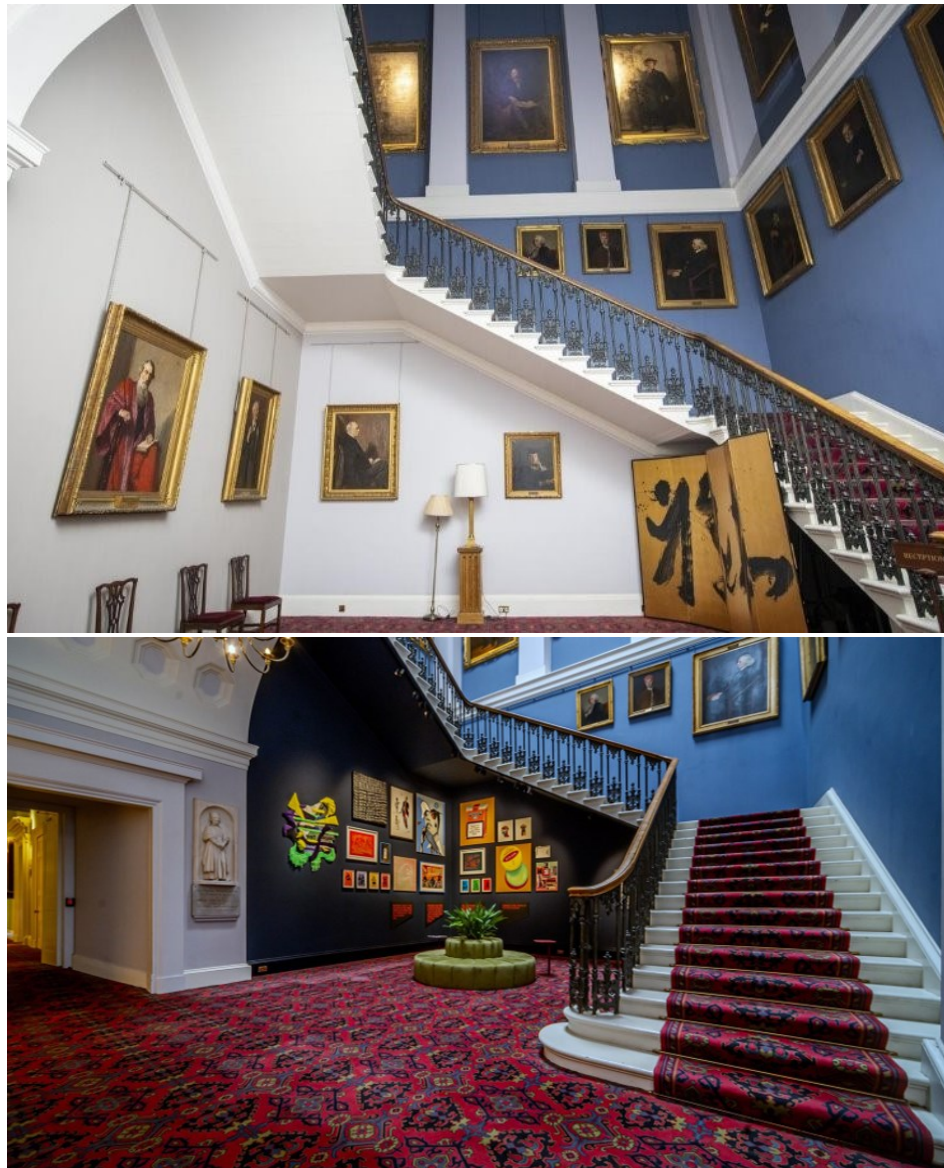
Before and After images of the Phase 1

Working process

The Heritage Collection team worked closely with colleagues in Estates and the Old College staff to make this happen. In particular a collaboration with the Interior Designer in the Estates team was effective in terms of creating an appropriate setting to present the new display and make it accessible through lighting and seating elements. This approach, working directly with Estates' Interior Design team, is a model to replicate in future works of this nature.

Proposing (approx. 4 months): The Art Collection Curator (ACC), under the direction of the Heads and Management of Heritage Collections was responsible for the concept and selection of works for the new hang. The ACC was given a brief from the Old College Project Group to rehang the area beneath the stairs as a starting point as signal of the wider plans for change. The ACC collaborated with the Assistant Curator and Collections Manager to select works and develop proposals that were then communicated to the Project Group for feedback and alteration before the current version was approved.

Planning and development (approx. 6 months): The planning phase involved working with the CCM team and Estates to deliver the new hang and décor elements in the given timeframe. Close collaboration and meetings with Estates, CCM, Art Collection over this period to set out the logistics and find approvals where needed. This is also the period when artworks were condition checked and prepared for display by the CCM team.

Install (approx. 2 months): The install period required close collaboration with the Old College team and users to book out spaces, move artworks in and out safely, set up a safe working environment, facilitate contractors. Estate looked after the décor aspects including painting, lighting installation and commissioning a new storage element. CCM was responsible for contracting art technicians, assisting with the install, movement of works in and out of the spaces.

Feedback to date
The rehang has had positive feedback from many users of and visitors to the Old College, including representatives from ACE, EUSA and from student groups engaging with the hang as part of their coursework. It has been described as a more welcoming space than other parts of Old College and a dynamic space in the University.

Appendix 2

Heritage Collections Overview & Impact of the Recommendations
Prepared by Heritage Collections, December 2024

The following recommendations will require significant input from Heritage Collections in order to ensure meaningful and successful delivery for the short and long term:

- Strong endorsement for the continuing work of the new Old College Project Board in introducing greater diversity to portraiture, busts and other artwork in the historic 'centre' of the University
- Allocate appropriate resources to the Heritage Collections team in order to provide expert input into future changes and revise the internal Art Collections Borrowing Guidelines and Art Commissioning Guidelines.

Heritage Collections has appropriate and established infrastructure to support the recommendations, but insufficient capacity. Heritage Collections is under-resourced and its sustainability is at risk (one third of staff are fixed-term and/or non-core funded, including the Conservation and Collections Management team pivotal in the practical delivery of the recommendations).

The ambition and needs of the University, and the Policy Group and its Recommendations, must be matched by appropriate resourcing for Heritage Collections.

There is significant risk, both financial and reputational, in enacting the recommendations without the support of Heritage Collections as the University's cultural heritage asset custodians and specialists.

Context
The University's cultural heritage assets, and Heritage Collections[24]
Since its foundation in 1583, the University of Edinburgh has been building one of the world's greatest heritage and cultural collections. Significant in scale and content, the University's collections have been compared to those held at the British Library, Yale University and the Vatican, and contain items not found elsewhere in the world. This includes rare books, archives and manuscripts, art, musical instruments, geological and anatomical collections, and a wide range of museum objects. This is both the corporate memory of the institution and the unique material on which teaching, research and engagement is based, and as such is an essential component of the unique Edinburgh offer and the international standing of the University.

Heritage Collections (Library & University Collections / Information Services) is the custodian of all centrally-managed cultural heritage collections held by the University, actively collecting, curating and caring for tomorrow's heritage today. Heritage Collections preserves, provides access to and interprets the heritage of the University online, in galleries, in reading rooms and in communities. All collections and access services are sector accredited. Heritage Collections also provides support for all other University rare/unique collections held across campus irrespective of accredited status. This support is provided by the Heritage Collections teams in collaboration with Digital Library and in partnership with IS Facilities, Estates, Security and Finance. University-level oversight for the management and development of

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[24] Further information: Heritage Collections | Library
Re:Connect 2024 the Library & University Collections Annual report ReConnect 2024 Annual Report.pdf
Re:Collect 2024 – Heritage Collections annual review of highlighted acquisitions ReCollect 2024.pdf

University collections is the remit of the University Collections Advisory Committee (UCAC), reporting to the Knowledge Strategy Committee.

Heritage Collections has developed and maintains a suite of high-quality venues and spaces, operating as research laboratories for the humanities, hubs for collaboration on research, teaching, civic engagement, and knowledge/skills sharing, both in the physical and digital spheres. Pathways for academic and civic users/partners to engage with cultural heritage collections, and the work of the University and its Strategy 2030, are provided. Heritage Collections is also responsible for 1965 works on display in 415 of the University's 550 buildings, and cross-campus public art, which enhances spaces, improves health and wellbeing, articulates institutional history and departmental pride and identity, as well as offering opportunities for teaching in situ.

In academic year 2023-2024, Heritage Collections dealt with 9310 enquiries, organised the loan of 81 individual objects to 16 exhibiting venues worldwide to 250,000 visitors, produced 49,000 items for consultation in reading rooms and classrooms, delivered 210 teaching sessions with collections to undergraduates, postgraduates and external classes, and either taught on or facilitated upwards of 50 University courses. Over 150 events were hosted at St Cecilia's Hall Concert Room & Museum (opened 2017, consolidating two academic musical instrument museums into one public-facing visitor attraction). The public programme of events across Heritage Collections attracts around 2000 attendees per year, and Heritage Collections-managed museums and galleries have reached annual visitor figures of 25,000.

Heritage Collections offers unique opportunities to students as volunteers, paid interns and members of staff, and has a number of positions which are entry-level, or pre-entry level, to a career in heritage from curation to accessibility. During 2023-24 Heritage Collections staff supported, via in person and online, over 9,000 individuals and over 2,000 students. *Prescribe Culture*, [Prescribe Culture | Library](#) a heritage-based non-clinical initiative, is sector leading, bringing heritage closer to health for mental wellbeing, and is now embedded in the service offer. This societally-relevant work is currently being extended to include HM Prison Service following a successful recent pilot.

Since the opening of the Heritage Collections-managed Centre for Research Collections in 2008, £6.8 million has been brought in by Heritage Collections staff through external project funding and philanthropic donations. Through involvement in UK and international funding bids, for example to the Wellcome Trust, Europeana and Una Europa, the University's cultural heritage collections and staff have been exposed to a worldwide peer group of researchers, professionals, students and the general public.

Heritage Collections resourcing and infrastructure
The University's heritage assets grow continuously through purchase, donation and transfer. In 2018 a strategic decision was taken to uplift the amount of capital spent on purchasing acquisitions which today accounts for 80% of the acquisition budget for Heritage Collections. The commission of artwork for display on campus has also seen an increase, up 130% since 2012. There has been no comparable growth in resources for staffing, conservation and collections management, description and discovery, digitisation and access. One third of Heritage Collections staff are on fixed-term contracts and/or non-core funding. There is no dedicated team addressing the service needs of University collections, mainly artworks, that are displayed on campus.

Storage for cultural heritage assets is available across the campus in a variety of forms, but all are characterised by the challenges of a building being used for a function it was not originally intended for, an aging campus increasingly struggling to meet sustainability goals and climate change, inadequate or obsolete/near obsolete plant to provide appropriate long-term conditions, and an inability to meet anticipated expansion and accommodate collections

on rotation. Managing collections storage has become increasingly time consuming, drawing Heritage Collections staff from other core activity. Two Estates-led consultancies are underway to a) equip the University of Collections Facility to respond to current and future demand, and b) review all storage spaces for rare/unique material in order to establish potential for improvement within current structures in response to the University's Climate Strategy. Any practical outcomes from these consultancies require substantial capital investment.

Compromised delivery of the recommendations within existing Heritage Collections resource levels

Supporting the collections-based work required to change the look and feel of campus draws on established Heritage Collections practice for curation and management for cross-campus borrowing, display, commission and re-interpretation.

Four Heritage Collections members of staff across the Conservation and Collections Management and Research Collections teams (1 x UE07, 2 x UE06, 1 x UE05), supported by Estates, deliver cross-campus display through the internal borrowing process, and manage campus-wide art commissions. The resource, particularly staff resource, for this activity is significant. Previously, staff with requests in office areas were invited to view artworks in store and make a selection based on their preferences and space needs, with Collections Management assessing condition and suitability for display, then arranging packing and overseeing transport before install by Estates. With the introduction of the 'Guide to Borrowing', there is an ask for the requester to submit a display proposal, which informs the curatorial selection of artwork and relevant interpretation. The proposal allows Heritage Collections staff to understand the potential lifespan of a proposed display, realistically inform delivery timeframes, and ultimately provide a considered art hang. Impact on Heritage Collection staff's time can vary; a request for a single artwork could take around two days to select, accurately condition check, pack, transport, and install, whereas a whole building display would take over 18 months to fulfil when the need for external conservation work is considered. 20 requests to display from the University's collection that have been logged between April and October 2024, including five for large buildings and five for departmental offices. Additionally, there were more than 30 requests in the same period for moves of sculptures, casts and paintings (for a variety of reasons including redecoration of spaces, use of University spaces for filming, and temporary moves to accommodate events), which draw on the same staff resource. Funding to conserve, move and install is borne by the requesting department. A typical timeframe to see a request to borrow move from initial log to realisation is six months.

Appetite for commissioning remains strong and the commissioning guidelines are the first point of access for best practice. They are sector leading in terms of the guidelines in the UK and this is bourne out by the number of requests from organisations such as the National Galleries of Scotland, Hunterian Museum and the Museum of Applied Arts and Sciences, Sydney. The commissioning process can take time. There are three main methods of commissioning competition that are recommended in the Guidelines - Direct, Open and Limited. Timescales are dictated by budget, circumstances, and context. The most used model is Direct. Open often requires a higher level of resource than there is capacity for. Most commissions can take between 12-36 months, but this is very flexible depending on the type of artwork/media, whether it is to be permanent, time limited physical, digital, performative, made for a pre-existing physical location or to sit with a new building.

The same four members of staff supporting borrowing and commissioning across campus are also key to collections development and management, and teaching with and research use of

University collections. The high demand for this activity means that current protocol states that no new borrowing requests are accepted, and art commissions are managed on a 'one-in-one-out' basis. A Heritage Collections response, operating at this 'business as usual' level, is not in line with the anticipated pace or output for the recommendations.

There is limited expansion space within Heritage Collections storage facilities. Removal of a small number of artworks from current display across campus can be accommodated, but any wider scale intervention will be compromised by a lack of appropriate collections management facilities.

Recommendation 5:
Revising the internal Art Borrowing Guidelines and Art Commissioning Guidelines is achievable within current resourcing levels, indeed they are scheduled for revision in 2025-26 as part of the usual cycle of review for Heritage Collections governance documentation. Capacity to then deliver activity in line with the revised Guidelines is not currently in place.

Proposal to enhance capacity within Heritage Collections for delivery of the recommendations
To realise the ambitions and needs of the University, and the Policy Group and its Recommendations, Heritage Collections requires proper resourcing both on a short-term project basis and long-term to maintain the positive impact of changes made to the look and feel of campus.

Lack of capacity for storage of University artworks removed from campus display is not addressed within this proposal, and must be tackled for effective delivery of the recommendations. It is considered within the Estates-led consultancy for re-provisioning the University Collections Facility.

Risks inherent to attempting delivery of the recommendations without adequate Heritage Collections resourcing
Heritage Collections is already experiencing an uplift in requests for collections-based borrowing in reaction to University-wide discussion and the outcomes of the Race Review. The appetite for commissioning also remains strong. This is before the intensive work starts in answer to the recommendations. Without capacity in Heritage Collections to contribute meaningfully to the Policy Group's recommendations, there is high risk of the following as a result of unmanaged movement, modification or commission of collections on campus:

1. Reputational damage. Deterioration or dissociation of heritage assets, including commissions, will result in a breakdown of professional relationships with donors, the community in which the material is sited and artists to the detriment of the University. Without the infrastructure to ensure preservation of heritage assets for the duration of its agreed lifespan, unchecked disrepair and potential loss compromises a positive experience of the collection in its context.
2. Contractual non-compliance. Movement/disposal of loaned material displayed across campus may contravene a Heritage Collections-managed loan agreement.
3. Unnecessary expenditure. The cost of addressing loss, damage, or deterioration of value can be significant.
4. Compromised ability to use the University's collections for teaching or display elsewhere. Material secured in place by means that are not standardised by Heritage Collections limits its application elsewhere.
5. Inadvertent voiding of the insurance policy covering moveable cultural heritage assets. It is difficult to pursue insurance claims when ownership/responsibility is unclear and Heritage Collections involvement is too late to provide understanding and documentation necessary to pursue a successful claim.

6. Subsequent pressure on Heritage Collections to return collections on campus to usable condition, restore relationships, and establish chains of communication and appropriate local practices for the future.

Appendix 3

Proposal to enhance capacity within Heritage Collections for delivery of the Recommendations

To realise the ambitions and needs of the University, and the Policy Group and its Recommendations, Heritage Collections requires proper resourcing both on a short-term project basis and long-term to maintain the positive impact of changes made to the look and feel of campus.

Resource requirement
- Stable conservation team: Currently one third of Conservation team is on endowed funding. Convert to core to release funding for further support and expansion. Additional HC staff budget £213,319 from 25/26
- New Collections on Campus team within Heritage Collections team infrastructure: Curator UE07, Assistant Curator UE06, Conservator UE06, Collections Manager (UE06), Technician (UE05) (2) £320k from 25/26
- Increase to Heritage Collections operational budget from £80.5k to £200 per annum, to accommodate increase in materials and transportation costs
- Dedicated acquisitions and commissions budget for new campus commissions by increasing capital assets budget by additional £150k per annum

	Costs from 25/26
Convert to core funding current existing conservation team endowed posts	£213k
New Collections on Campus team within Heritage Collections team infrastructure: Curator UE07, Assistant Curator UE06, Conservator UE06, Collections Manager (UE06), Technician (UE05) (2) £320k from 25/26	£320k
Heritage Collections operational budget uplift	£200
Acquisitions and commissions budget capital assets uplift	£150
Total costs	£883k

<u>**Appendix 4**</u>

Mungo Park commemorative plaque: Case study of a participatory process to learn, discuss and respond to an Institute of Geography building display
Case Study for the University Race Review Policy Subgroup Final Report

By Victoria Ogoegbunam Okoye (Lecturer in Black Geographies) and Rebecca Lewis (Student Experience Assistant), School of GeoSciences

Summary

This case study presents a participatory process in which constituents of the Institute of Geography building came together to interrogate, critically reflect upon a display, and imagine possibilities for the commemorative plaque to Mungo Park mounted on the front of the building. In response to concerns regarding different displays within the Institute of Geography building, including the Mungo Park plaque, a short-term working group on the building's displays was formed. The short-term working group organised a half-day workshop, which included a group station focused on the Mungo Park plaque. In the station, participants did two exercises: First, they looked up information on Mungo Park, and they found his direct connections to enslavement and colonialism. Then, informed by this historical context, participants discussed how they'd like to respond to the Mungo Park plaque. While some participants preferred to keep the plaque and contextualise it, the majority of participants said the plaque should be removed. Some participants said that they disagree with and experience discomfort around the Mungo Park commemorative plaque. There is also demonstrated interest in recognising and commemorating other individuals whose lives and histories are connected to the building. Participants discussed possible interventions while the plaque is in place, and they also highlighted the need for a long-term committee that continues to manage decision-making around displays. This process provided an important participatory form of engagement that created space for building users to have a meaningful say concerning the building they inhabit. Participants noted the important – and missing – presence and input of undergraduate and masters students, who often feel left out of such processes, and whose participation will be important in future work.

<u>Introduction and Building Context</u>

The School of GeoSciences at the University of Edinburgh frames geography as 'the study of the way the world works,' and encourages students' curious and critical study of the world we inhabit (School of GeoSciences, 2024). Students, staff, and researchers participate in and support teaching, research and learning both physical geography, which focuses on the physical processes of our planet, and human geography, which addresses human issues such as sustainability and social justice. One of the buildings where these activities take place is the Institute of Geography, located at Drummond Street. The Institute of Geography is often referred to as the 'Old Infirmary' (it was originally built as surgical extension to the Royal Infirmary of Edinburgh) and the 'Drummond Building' (due to its street location, named for former University Provost George Drummond). This case study presents a participatory process in which constituents of the Institute of Geography building came together to interrogate, critically reflected upon a display, and imagine possible interventions for the commemorative plaque to Mungo Park mounted on the front of the building.

This commemorative plaque for Mungo Park is one of more than 35 such plaques displayed on buildings throughout campus 'to celebrate the achievements of individuals who have been associated with us [the University of Edinburgh] throughout our 400-year history' (University of Edinburgh, 2024). The Institute of Geography building features two of these commemorative plaques on its front facade: one for Mungo Park, who studied medicine and botany at the University of Edinburgh in the 1790s, and one for Charles Glover Barkla, who was Chair in Natural Philosophy in the 1910s.

The plaque commemorating Mungo Park reads:

'IN HONOUR OF
MUNGO PARK
1771-1806
EXPLORER AND CARTOGRAPHER OF MUCH
OF THE WEST AFRICAN INTERIOR,
MEDICAL ALUMNUS OF
THE UNIVERSITY'

Left: Institute of Geography building front. Plaque is located above entrance door at left.
Right: The University's commemorative plaque for Mungo Park.

Mungo Park's reputation as an 'explorer and cartographer of much of the West African interior' is part of the University of Edinburgh's connected legacies to enslavement and colonial empire (see Olumba 2024, Kennedy 2024). The process of addressing the Mungo Park plaque emerged from a series of local conversations and advocacy related to the building's heritage, displays and wider culture, with impacts for staff, researcher, and student experiences of belonging.

A few years ago, an initiative aimed at renovating displays in the building identified the need for key aesthetic changes to support student and staff belonging. One outcome was a plan to produce and display posters featuring academic staff members and their respective research activities and expertise. More recently, in October 2023, a staff member raised concerns concerning the Mungo Park plaque and made a complaint concerning a 1910s-era colonial map on display in a building

corridor. In November 2023, a student collective called Geographers Against Genocide set up activist installations that were subsequently removed. A staff member made a formal complaint concerning the colonial map, the Mungo Park plaque, and another staff member produced with students a counter-map of the colonial map. These different experiences produced a range of staff and student conversations. This directly led to a Research Institute of Geography and the Lived Environment (RIGLE) staff meeting focused on the colonial map. This meeting also included a wider conversation around connections between other building displays, the building's aesthetic culture, and everyday experiences of marginalised staff members in the Institute of Geography building. A key outcome from these conversations and the staff meeting was the 'Displays in Drummond – Short-life Working Group,' formed in April 2024.

The Short-term Working Group on Drummond Displays

This working group includes four academic staff, four professional services staff, and two PhD researchers. The working group began meeting biweekly during the summer and then monthly in Fall 2024 to review existing building displays, brainstorm ideas for future displays and discuss processes and procedures for installing and taking down displays. The goals of the working group were to develop agreed principles to enable and support geographical displays in commons areas in the Drummond building complex and to revise and/or advance existing plans for displays in the common areas. The timeframe of the working group was to operate in 2024 and produce a report by end of Fall 2024.

The working group planned and organised a three-hour 'Drummond Day Workshop,' which took place on Friday, 8 November 2024, and 35 PhD researchers and staff members attended. This event provided an opportunity for staff and researchers to learn about the building's history, including its connections to enslavement and colonialism, and to share their views on the current and future state of the building's displays. The workshop featured a presentation by IASH postdoctoral fellow Simon Buck, who discussed the building's historical connections to enslavement and empire. Additionally, there were three workstations where staff collaborated, shared perspectives, and contributed ideas for the building's future. One station focused on the commemorative Mungo Park plaque, discussing Mungo Park's history and potential responses and actions. A second station focused on a colonial map, which had been displayed in a building corridor for two decades and was taken down in April 2024. The third station focused on the 'futures' of the building pertaining to room names, posters, and more. The schedule for the workshop is below; for more details on the workshop's agenda and structure, please refer to the event programme here.

12:00-12:10pm Workshop Introduction

The Short-Term Working Group will introduce themselves and the afternoon's activities and aims

12:10-12:50pm Thinking with Our Building's Histories (invited talk, with Q&A)

'Tracing Slavery's Profits to the University of Edinburgh's Campus Buildings'

(Simon Buck, IASH Research Fellow on the University of Edinburgh's Historical Links to African Enslavement and Colonialism)

12:50-1:00pm Facilities: opportunities & constraints

What we can do? What can't we do to address the displays in our building?

(Sandie Whigham, Senior Building Facilities Officer, School of GeoSciences)

1:00-2:20pm Small Group Station Work

Participants will cycle through three parallel "stations." Participants have time to visit and engage with two out of three stations. These stations are smaller group discussions to get inputs and feedback to inform the working group's recommendations:

- **Colonial map station:** Colonial map has been removed; how do we want to use this space now? (Gaia, Leigh, Rae)
- **Mungo Park plaque station:** What's the significance of this person, this plaque, and how do we respond to this re: displays? (Siying, Rebecca, Victoria)
- **"Futures" station:** What are future possibilities for re-naming rooms, posters, etc.? (Mikael)

2:20-3:00pm Big Group Discussion: Feedback, next steps

Everyone feeds back from contributions at the three stations, and a we'll hold a facilitated conversation on how these dialogues inform recommendations on specific processes and policies the short-term working group will recommend for the building:

- Processes for putting new things up and for taking existing things down,
- Processes for making complaints,
- Possibility of creating a permanent committee that would oversee these things.

This working group's activities, including this workshop and your recommendations, will inform a case study that will be included in the Policy Group report to the University of Edinburgh Race Review. So, our conversations, ideas and outputs concerning our Drummond building have the potential to shape how University leaders think about our spaces of teaching and learning.

Schedule for 'Drummond Day' Workshop, which took place on Friday, 8 November 2024.

Mungo Park Plaque Workstation

The Mungo Park Plaque station was designed and facilitated by three working group members: Victoria Ogoegbunam Okoye (Lecturer in Black Geographies), Rebecca Lewis (Student Experience Assistant), and Siying Wu (PhD researcher in Human Geography). They also reviewed the outputs from the station's activities, which will inform the short-term working group's final report. In the workshop, staff and researchers had the opportunity to participate and contribute to two out of the three stations, which meant that two groups of researchers and staff participated in the Mungo Park Plaque station. These two sessions of the Mungo Park plaque station brought together 20 PhD researchers, professional services, research and teaching staff. Working within a limited timeframe (approximately 35 minutes for each session), the facilitators ran a participatory and impactful workstation that generated vibrant conversations and a range of ideas. This event took place in the building's front reception area, where participants could look at the plaque together, and sit together to think, discuss and respond.

Part 1: Collective Narrative Building: Who is Mungo Park?

In the first part of the station, participants visited the front of the building to read the plaque's text, which was provided on the first page of this case study. Then participants spent 10 minutes doing their own independent research on Mungo Park, using their phones and laptops, to locate meaningful information about this individual, his activities, and legacies. Individuals wrote their findings on post-it notes, which the three facilitators assembled on the board. After posting the group's notes to the board, the facilitators led the group in reading through the notes to build a fuller picture of Mungo Park, his actions, how he is remembered, and what he represents. The facilitators used this exercise as a collaborative knowledge production process: Rather than relying on an external expert, the facilitators invited each participant—who walks by the plaque everyday entering and leaving the building—to actively participate in learning about Mungo Park by researching, contributing, and building a shared understanding of Mungo Park from the group's crowd-sourced findings.
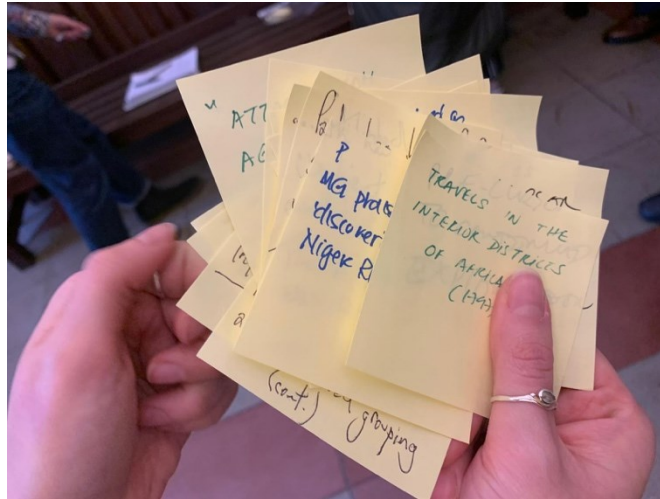
Rebecca (one of the station facilitators) holds some post-it notes produced by Mungo Park station participants, in response to the prompt "Who is Mungo Park?"

This exercise generated new and unexpected learnings, which included:

- In addition to studying medicine and botany, Mungo Park also studied racial theory at the University of Edinburgh.
- He worked with the East India Company in Sumatra (present-day Indonesia).
- Multiple information sources depict Mungo Park as an explorer who "discovered" the Niger River (a narrative framing that erases the local knowledges and historic presence of indigenous West African peoples who had lived around and with the Niger River for centuries).
- Mungo Park was "complicit with the slave trade" taking place in West Africa during his travels. He also purchased a slave to aid his travels, and he participated in attacks on local West African peoples.
- He published a book on his travels within West Africa (*Travels in the Interior Districts of Africa*, available to the University community through DiscoverEd). In his book, Park writes disparagingly of the Moors, referring to them as "savage and merciless people."
- His published book also inspired the "Age of Exploration" by Europeans of the African continent, an important precursor to European powers colonising of much of the African continent.
- Around the world there are a number of commemorative plaques and monuments to Mungo Park, including in Selkirk (his birthplace).
- An emeritus academic colleague in the Institute of Geography, Prof. Charles Withers, has researched and written about Mungo Park.
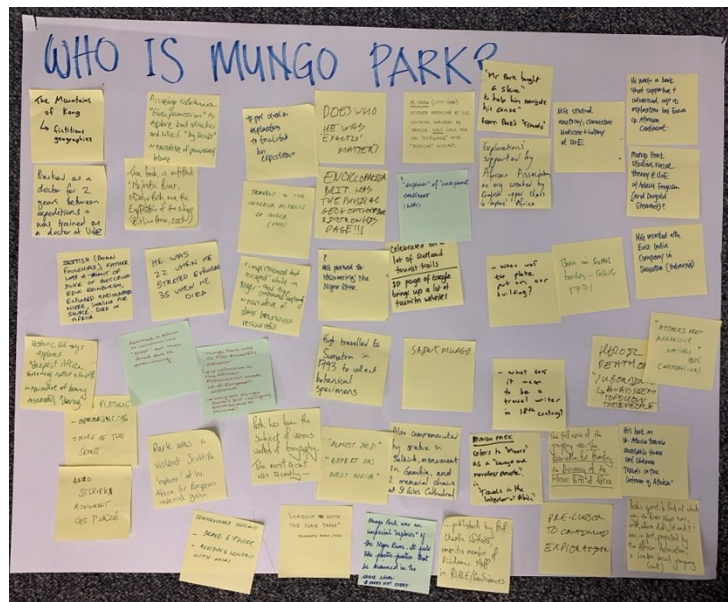
Compilation of post-it notes produced by the two groups of participants at the Mungo Park station, in response to the question "Who is Mungo Park?"

Part 2: Next Steps: How do we want to respond?

In the workstation's second component, participants and facilitators sat down for a conversation to discuss how within this context, we as a building would move forward: Whether we'd like to ask University leadership to keep or remove the plaque, and how we'd like to use the space to contextualise, critique, and challenge these representations. The remainder of this section focuses on elaborating this conversation and participants' ideas.

Some participants were in favour of keeping the plaque and contextualising or counter-narrating its contents. As one participant said: 'My preference would be to put a barcode under the plaque with all the critical reflection on the persona [Mungo Park], as a continuation of our job as educators. I think the people we really need to reach out to are our students… I think it's good for them to learn about their own institution's history, complicity, relationships with these initiatives rather than replacing that.' Another participant agreed, and went on to suggest using the interior white walls in the building's reception area as artistic canvas to visually document the building's history, to challenge the plaque's narrative, and provide other narratives: 'We can use that entrance lobby and all of this is wonderful space to be more creative and to visualise these histories. It's a beautiful history, but I don't know about taking it [plaque] down.'

Another participant agreed with this comment, saying: 'I love the idea of bringing in a graphic artist to visually tell the history.' They suggested these artists could be individuals from communities affected by the projects of enslavement and colonialism. Another participant expressed: 'I wax and wane in terms of how we "decolonise" buildings and properties. I think ultimately I sit in the "retain and reframe" camp, which is that you can have a plaque, but there is a way of counter-narrating a plaque, whether it's through a QR code or a display nearby or inside the building, that offers some contextualisation, and that can obviously be a critical contextualisation.'

One participant favoured keeping the plaque as an 'acknowledgement of the mistakes in the past,' and as a reference and tool to support teaching and ongoing learning. A participant who had used the plaque as a case study in teaching on the first-year Human Geography course pointed out the multiple tools that 'we could use to point us toward interrogating these histories,' such as lectures. In response, one participant that 'you could still give the lecture without the plaque,' and a number of people vocally agreed.

Overall, across the two sessions, the majority of participants said that the Mungo Park plaque should be removed. As one participant stated plainly: 'Part of me says just get rid of it, actually. His name should not be up there. It's not an old plaque, it's not very valuable, I don't care about it.' Another participant also mentioned that the plaque was likely not of high historical value. Another participant asked, 'I wonder [about] even moving the plaque, if that's feasible? Because right now, it's quite literally elevated. But also, I hadn't noticed it before today. Could we have it on display in some capacity, but not have it right on the edifice of the building, and so high up?'

Participants who favoured the plaque's removal highlighted the important politics of commemoration – concerning whom we commemorate, and how, and the importance of producing and maintaining our institutional memory of these processes. As one participant articulated: 'This is a plaque that is elevating Park, and what is primary in the plaque is his status as explorer. Those are grounds by which he is commemorated. My view is that reflects a set of imperial values and priorities that we shouldn't lightly tolerate. That the history, as I see it, is not in any way "cancelled" by taking the plaque off, rather it's that the moral standing or elevation [of these values and priorities] that is cancelled by removal.' Two participants also pointed out how existing displays create a heavily 'masculinist' feel to the front reception area, as so many of the prominent features in this space are white men: the two commemorative plaques on the building front, the busts of Isaac Newton, James Watt, and Francis Bacon, and the building is often referred to as the 'Drummond Building' (after the street name commemorating George Drummond, who served as University Provost). This increasingly contrasts with the demographic makeup of the building's users.

A participant also pointed out the politics of building displays, in that that they commemorate particular lives, values and principles. This person asked: 'As inhabitants of this building, who are the people connected to this building whose lives are worth commemorating?' This participant went on to highlight in particular Klaus Fuchs. Fuchs was an anti-fascist forced to flee Nazi Germany, who studied Physics at the University of Edinburgh, and worked in an office in the Institute of Geography building, yet is represented nowhere in the building. 'We need a process by which we can re-order who matters and whose lives matter in relation to this building,' this participant said. Another participant highlighted a story learned earlier in the workshop, from Simon Buck, an IASH postdoctoral research fellow who delivered a presentation on the building's connections to enslavement and colonialism. Buck had shared a story about an enslaved person who was brought to the Royal infirmary for treatment and escaped. The participant pointed out that this individual and their story, although incomplete, is one that could and should be meaningfully recognised by a building display. 'When I heard the story this morning about an enslaved person escaping, having had smallpox, I thought, well that's the sort of public history that's interesting to have on the outside of the building…this story of escape is an interesting one to tell, and one that's otherwise lost.'

Another participant emphasised the importance of commemorating this participatory process and the building's community: 'I do think the institutional memory of how we dealt with this and the kind of discussion we had, and how this issue was brought to attention, the kind of harm it caused

for individuals and the community that lives in this building, should be memorialised and commemorated, but not Mungo Park….What should not be erased are these efforts that went into the demolition of this plaque.'

Participants made several creative and critical suggestions for working with plaque if it is not removed, as well as generally doing further work to expand the building's institutional memory. Participants suggested covering up the plaque, superimposing critical text over the plaque, or placing another plaque alongside the Park plaque, in a critical response and counter-narrative. Two different participants also talked about the powerful potential of creating walking tours to introduce new students and community members to these critical narratives concerning the building's history and legacies. One participant offered caution concerning the walking tour suggestion, emphasising the importance of taking care to ensure that such narratives are not 'off-putting' or unwelcoming for new building inhabitants.

The conversations also included a discussion of the emotional experience of inhabiting space with this plaque and the histories it commemorates, and the openness to discomfort that is necessary for these critical interventions. One participant (who comes from a family history of being colonised) shared that since discovering the plaque, they avoid the building's front entrance and passing under the plaque. 'How do we hold space for the reality that in retaining [this plaque], we're also doing harm?' this participant asked.

One participant suggested possible internal initiatives, such as incorporating the plaque into the risk assessment, research ethics and approval processes 'as an example of what not to do…because our legacy of colonialism continues with it current research across the world, particularly as it pertains to air travel emissions and using people to improve one's career.'

Another participant used this framework of risk assessment to support the plaque's removal. 'The point is not how the average person who walks through the door [feels]; a risk assessment is about if anyone is feeling threatened by this [plaque], it's a health and safety thing. If anyone is made uncomfortable by our spaces, we want to understand why. We want to try to create a space where people feel welcome and able to use the spaces.' Later in the conversation, this same participant added: 'I think that saying "I'm uncomfortable with the celebration of someone" feels different from "I'm uncomfortable with the politics of something." I realize that's a thin line, but I think that's a line the [Institute of Geography building] community's going to have to find a way through, because there are some political narratives we do want to be sharing intentional discomfort around, and to not equate those two.'

Thinking towards the future, many participants agreed that defined procedures, and by implication, the existence of a long-term decision-making committee to manage these procedures, is necessary. A long-term working group or committee, with representation from the full spectrum of the building's users, would be valuable for creating and managing clear processes around displays. As one participant suggested: 'It sounds like it's time for a complaints process for racist and historically problematic material in the building. Because it sounds like there just wasn't a process for how things should be done and to get a response, nor a standardised process that holds everyone involved to a particular standard, particularly University management.' In addition, developing the ideas and suggestions put forward, and working with University leadership to

address the plaque will require the continuation of the working group in some form. Undergraduate and masters students were not involved in this workshop, and one participant highlighted the deep importance of students' active involvement in future processes. 'What comes up in our Student-Staff Liaison Committee is often their sense of dissatisfaction with the space and the building that we're in and their lack of involvement and even a sense of ownership over being on campus and being represented. To get undergrads involved would be really important.'

Learnings & Reflections

Following the event, the three facilitators of the Mungo Park station came together. They reviewed and consolidated key points from the discussions. They wrote down and worked to organize these key points into themes. Reflections and lessons learned from this process include:

- **The work of the short-term group overall and the specific work and outcomes of the Mungo Park station produced important spaces for staff and researcher to learn about their building's history, to participate in conversations about their experiences, and to imagine possible alternatives in line with our shared values and principles.** The experience demonstrated the critical value of a participatory process that brings together a variety of building users. Participants were deeply engaged, and the facilitation supported a space of vibrant conversation with differing perspectives, concerns, and ideas to be taken forward. This workshop focused on a subgroup of a whole school, including staff and PhD researchers in the Institute of Geography in the Lived Environment and the Institute of Global Change based in Institute of Geography building, and demonstrates there is an appetite for more participation.

- **Further, the event provided an important opportunity for people to have a meaningful say concerning a building they inhabit.** The event created a space for people to question, share, and reflect with fewer barriers. Through these conversations, participants better understood each other's feelings and experiences of the building, building learnings and encouraging each other to notice things often taken for granted in our daily environment.

- **Participants identified Mungo Park's connections to enslavement and colonialism.** Discussions revolved around participants' findings concerning Park's complicity with the slave trade, his book in which he writes disparagingly of some African peoples, and that his writings influenced the subsequent colonisation of much of the African continent.

- **The majority of workshop participants at the Mungo Plaque station did state they would like the plaque to removed, and a minority see value in retaining it. However, there is lack of clarity around when the plaque was put up, who (University leadership) to engage with in this process.** The plaque is not listed on the University website on commemorative plaques, and despite efforts to clarify the required process, it remains unclear how this plaque can be removed or altered.

- **Again, some participants suggested retaining the plaque. Their suggestions, alongside the possible interventions identified if the plaque cannot be removed, provide valuable ways**

of working with the plaque for as long as it is retained. These measures could be taken immediately, and they would serve to provide information about Mungo Park's problematic history, helping those who interact with the building understand the plaque's significance, as well as the building's wider connections to enslavement and colonialism legacies. Additionally, the school community can commemorate other "untold" histories that better represent the rich diversity of the Drummond community.

- **The participants highlighted the need for a long-term committee group to be established to give opportunity to those who wish to raise concerns about existing displays in the building and to assist with decision-making around installing new displays.** At present, a lack of clarity around how to express concerns or complaints and how to seek approvals for displays creates issues for building users and detracts from their sense of belonging. The short-term working group is addressing this by developing principles, guidance and procedures for displays revise existing plans. Participants also said a long-term committee would be needed to provide ongoing advice and decisions on new displays and to provide guidance around what is possible within the constraints of budget and regulations in the building.

- **Participants noted the important – and missing – presence and input of undergraduate and masters students, who often feel left out of such processes.** In creating any long-term measures, it will be necessary to reflect on inclusive values of this long-term, and this includes providing clear structures for student involvement and leadership opportunity, and incorporating creative modes for engaging building users.

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